



Scott College EAL Policy

Introduction

Students have an entitlement to language development in their mother tongue, English and one or more other languages. Language is the main medium that we use for thinking, teaching and learning so it is at the heart of our school. Language and literacy are best taught within the context of each subject and all teachers need to give attention to language and literacy development in their own subject.

Students whose are not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills;

Whole school language development

Subject areas need to take account of the range and complexity of tasks in their subject areas from years 9-11, so that they create a curriculum that gradually develops the literacy skills needed for public exams.

All teachers will need to consider language demands alongside the content of the curriculum and plan how they can support students to develop oracy and literacy appropriate to their subject.

In writing schemes of work and medium-term plans, they should consider the following questions:

1. What opportunities are there to explore ideas orally and collaboratively?
2. How can teachers model the key subject language needed?
3. What specialist vocabulary do students need to understand new concepts and how can this be presented to them in an accessible way?
4. What range of texts do students need to read and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do students need to carry out and how can these be framed to support students at different levels?
6. Are lessons planned to ensure that the language or learning support teacher has a clear role in developing literacy.

The role of subject teachers is to:

- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that students bring to lessons
- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary

- develop active reading strategies to increase students' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject. Language and literacy experiences of EAL students
- Some students are beginner EAL learners have never learnt to read or write in any language.
- Some students have missed some or all their primary education and have not fully developed the language and literacy skills needed for secondary school.
- Some students have statements of SEN with language or literacy needs

All these diverse groups benefit from teaching that develops their language and literacy. In this school, a proportion of the school population are bilingual. Most of these students are already orally fluent in everyday English. However, they are not all fluent in the academic language of the secondary curriculum which is the key to exam success.

As students progress through the secondary school, the language and literacy demands of the curriculum increase and students need to develop a wider range of language skills, making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences. Some of these genres are familiar from primary school, for example narrative writing in English or explanations in science. Secondary school subjects have a wider variety of written genres and these need to be explicitly taught.

Beginner EAL learners

About 20% of the school are not yet fluent in English. It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Students who are new to English will be integrated into mainstream subjects most of the time.

This enables them to;

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be offered by EAL team. Students will not be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level.

Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences
- Enable students to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills

To be fully literate, students need to be able to understand how we adapt our everyday speech into formal, written texts. Learning through talk

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

Teaching strategies

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use teaching assistants to support discussion groups

Learning from text

- Reading for meaning – inference and deduction
- Understanding how subject specific texts are organised
- Developing research and study skills Teaching strategies
- Make the purpose of reading explicit
- Read aloud to students
- Teach students how to find their way around text books and use index, contents, etc.
- Show students how to write questions before starting research
- Help students decide whether to scan or skim read or close read
- Ask students to transfer information from text to diagrams
- Encourage and show students how to use the library for research and pleasure

Learning through writing

1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

Teaching strategies

- Make sure students are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help students use appropriate level of formality
- Give students model texts before asking them to write
- Show students how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask students to evaluate, correct and redraft their writing